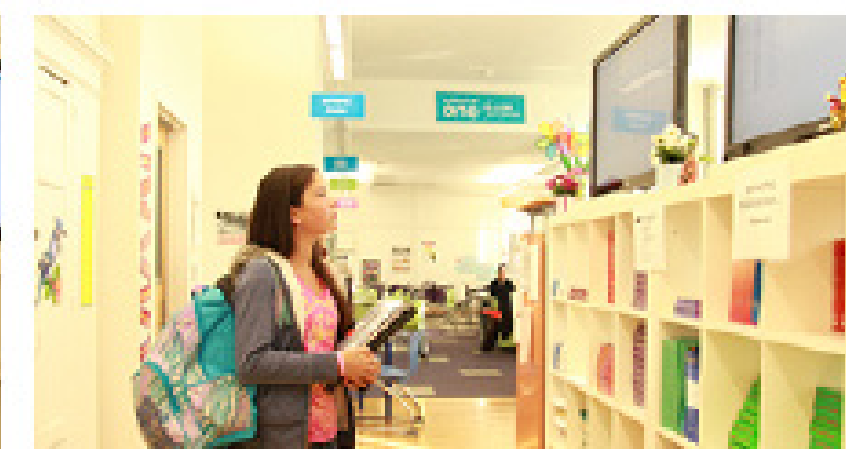
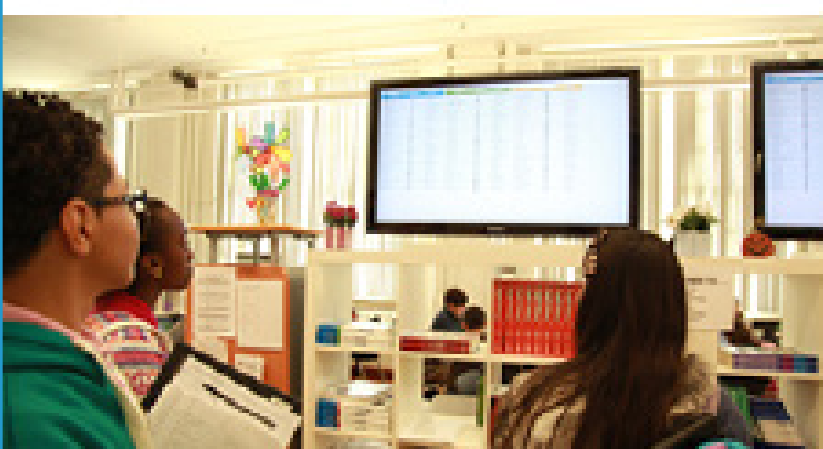
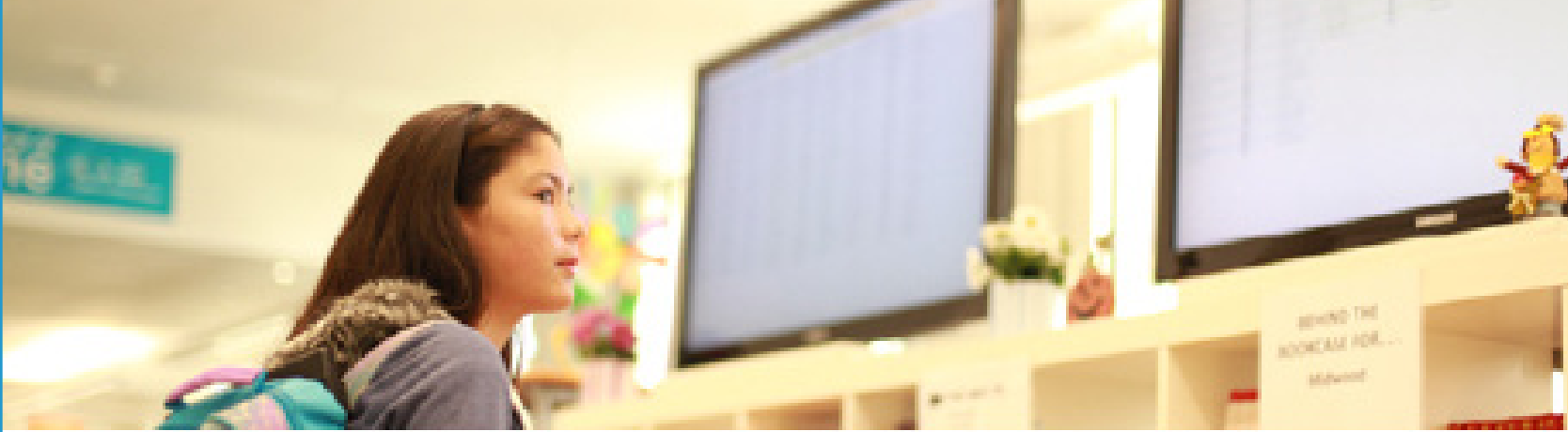




# New Classrooms

*Innovation Partners for Learning*

2019  
ANNUAL  
REPORT



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## How it works

### Deeper Learning Through Multiple Modalities

Anyone who's tried to master a complicated task—such as preparing the perfect coq au vin to impress your dinner guests—knows there's a disconnect between instruction and execution. You could have the greatest cookbook in the world, but conquering a difficult new recipe means trying, failing, changing your approach, and trying again (and again).

Neurological research helps us understand why. The more dendritic pathways the brain develops in association with a particular task, concept, or object, the deeper its understanding. In other words, there are a lot of learning steps to avoid serving your dinner guests a rubbery bird. You might spend some time on YouTube watching how to de-bone a chicken and consult a more experienced chef for braising techniques. And it wouldn't hurt to try out the recipe ahead of time before building a dinner party around it.

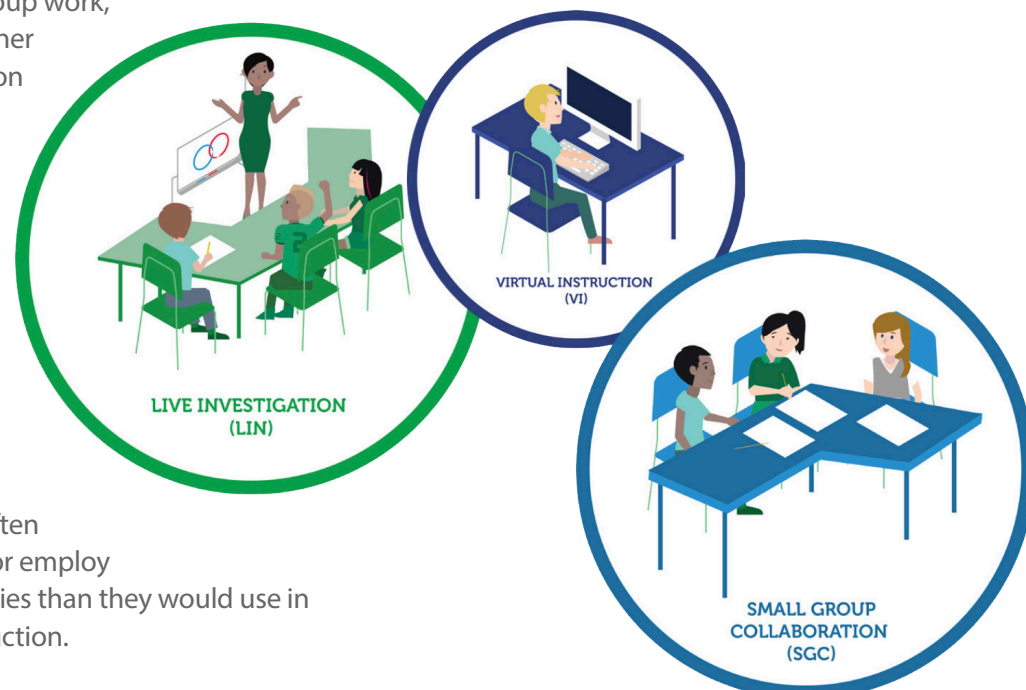
It's no different for an eighth-grader trying to understand linear functions. Having multiple and varied exposures to material when learning about skills and concepts leads to deeper learning. Some students may prefer to spend more time on the theory before tackling a tough math problem, while others might want to dive right in. Teacher-led instruction, small-group work, and independent learning are other approaches that improve retention and lead to deeper learning.

In response to research showing the benefit of multiple modalities, it is becoming more and more common for teachers to augment traditional teaching methods with learning centers or learning stations. These are places where students can learn individually or in small groups, often in ways that are more hands-on or employ different problem solving strategies than they would use in traditional teacher-student instruction.

Teach to One: Math harnesses the power of multiple modalities by creating a learning experience in which students are exposed to learning skills in different ways. In one day, for example, a student might move from teacher guided live investigation to virtual instruction on a laptop or small group collaboration.

In total, TTO offers nine different instructional approaches grouped into three categories: Teacher Delivered Modalities, Student Collaboration Modalities, and Independent Modalities.

We're excited to see students are responding positively to these changes. According to a November 2016 survey, 80% of students said that having multiple opportunities to master a math concept helps them learn.



## OUR TEAM

New Classrooms is committed to an organizational culture that values imaginative thinking, superior execution, ongoing professional development, and open, purposeful collaboration. Our team of professionals is made up of educators, technologists, curriculum designers, and school leaders.

### Co-Founders



Joel Rose, New Classrooms co-founder and Chief Executive Officer, served in a variety of leadership roles in education, including Chief Executive for Human Capital at the New York City Department of Education (NYCDOE), where he led the creation of School of One. Joel earned a bachelor's degree in political science from Tufts University and a law degree from the University of Miami School of Law. Joel lives in Manhattan with his wife and two children.



Christopher Rush, New Classrooms co-founder and Chief Program Officer, previously led the design and development of Amplify's mCLASS reporting systems and initiated the creation of their consulting services group, serving as its Executive Director. He holds a Bachelor of Science in information systems from Penn State with concentrations in computer science, technological ethics and critical thinking and a Master of Science in information technology from the American InterContinental University. He lives in Brooklyn with his wife and daughter.

### Leadership Team

Jessica Carey  
Vice President of Talent

Beth Cohen  
Vice President of External Relations

Susan Fine  
Chief Academic Officer

Jennifer Kohn  
Vice President of Marketing & Communications

Jodi Mastronardi  
Senior Director of Central Program  
Integration

Theresa Poprac  
Vice President of Growth & Expansion

Christine Sargent  
Vice President of Program Operations

Jason Schmidt  
Chief Financial Officer

Jason Williams  
Vice President of District & School Partnerships

Jerry Wang  
Vice President of Technology

Michael Watson  
Vice President of Policy & Advocacy

## BOARD OF DIRECTORS

The New Classrooms Board of Directors provides strategic direction and oversight for the organization. In addition to co-founders Joel Rose and Chris Rush, the board is currently comprised of 10 non-executive members. This year, we are thrilled to welcome three new dynamic leaders to our board:

“NEW CLASSROOMS BELIEVES THAT EDUCATION CAN ENABLE STUDENTS TO DISCOVER THEIR PASSIONS, NAVIGATE THE WORLD, AND PREPARE THEM FOR A SUCCESSFUL CAREER IN THE 21ST CENTURY – AND I LOOK FORWARD TO HELPING THEM REALIZE THAT VISION.” – EMMA BLOOMBERG



Emma Bloomberg, founder and CEO of Murmuration, brings a passion for building healthy communities and creating educational success.

“TOO MANY OF OUR CLASSROOMS OPERATE INSTRUCTIONALLY IN WAYS THAT ARE MATERIALLY INDISTINGUISHABLE FROM HOW THEY WORKED IN THE 20TH CENTURY. NEW CLASSROOMS IS AT THE FOREFRONT OF TRANSFORMING OUR SCHOOLS IN WAYS THAT BETTER ENABLE ALL CHILDREN TO FULFILL THEIR POTENTIAL, AND I’M HONORED TO SUPPORT THIS WORK.” – SHAVAR JEFFRIES



Shavar Jeffries, a civil rights lawyer and national president of Democrats for Education Reform (DFER), brings a personal commitment to ensuring a child’s zip code does not define their destiny.

“NEW CLASSROOMS FOSTERS A COLLABORATIVE ENVIRONMENT THAT ENSURES STUDENTS HAVE A PATH TO LEARNING THAT SUITS THEIR NEEDS AS INDIVIDUALS. THANK YOU FOR BUILDING AN EXCITING EDUCATION MODEL FOR THE NEXT GENERATION—TOMORROW’S LEADERS.” – PAUL MASSEY



Paul Massey, founding partner of B6 Real Estate Advisors, brings a passion for supporting innovative learning models to improve the future of education.

## BOARD OF DIRECTORS

Trey Beck  
Chairman  
Innovations for Poverty Action

Mike Bezos  
Co-Founder  
Bezos Family Foundation

Emma Bloomberg  
Founder and CEO  
Murmuration

Palmina Fava  
Partner  
Vinson & Elkins

Shavar Jeffries  
National President  
Democrats for Education Reform

Paul Massey  
Founding Partner & CEO  
B6 Real Estate Advisors

Gideon Stein  
Founding Partner & CEO  
The Moriah Fund

Jeff Wetzler  
CEO  
Transcend Education

Sara Allan  
Director of Early Learning and Pathways  
Bill & Melinda Gates Foundation (Board Observer)

Rob Stavis  
Partner  
Bessemer Venture Partners (Board Observer)



## Board of Advisors

The New Classrooms Board of Advisors is a volunteer team of prominent education leaders who provide strategic guidance on academic and organizational issues including learning progressions, program research, evaluation design, school culture, teacher professional development, organizational design, fiscal management, governmental relations and communications.

Norman Atkins  
Co-Founder & President  
Relay Graduate School of Education

David Levin  
Co-Founder  
KIPP

Doug Rohde  
Engineering Manager &  
Education Community Liaison  
Google Inc

Robert Avossa  
Senior Vice President  
LRP Publications

Wendy Kopp  
CEO & Co-Founder  
Teach For All  
Founder Teach for America

Richard Sarnoff  
Chairman of Media,  
Entertainment, and Education  
KKR

Doug Borchard  
Managing Director  
New Profit Inc

Jeff Li  
Math Teacher  
KIPP Infinity Charter School

Philip Uri Triesman, Ph.D.  
Executive Director  
The Charles A. Dana Center at the  
University of Texas at Austin

Anthony Bryk  
President  
Carnegie Foundation for the  
Advancement of Teaching

Ellen Moir  
Founder & CEO  
The New Teacher Center

Marla Ucelli-Kashyap  
Assistant to the President  
for Educational Issues  
American Federation of Teachers

Tom Carroll  
President Emeritus  
National Commission on Teaching and  
America's Future

Wes Moore  
CEO  
Robin Hood Foundation

Tom Vander Ark  
Founder  
Getting Smart

Susan Fuhrman  
President Emerita  
Teachers College, Columbia University

Joe Negron  
Managing Director of Middle  
School  
KIPP NYC

Gene Wilhoit  
CEO  
Center for Innovation in Education,  
University of Kentucky

John Katzman  
Chairman & Founder  
Noodle Education

Tom Payzant  
Former Professor of Practice  
Harvard Graduate School of Education

Jessie Woolley-Wilson  
Chair, CEO & President  
DreamBox Learning

Margo Georgiadis  
CEO  
Ancestry.com

Adam Pisoni  
Founder and CEO  
Always Be Learning

## Content Partners

### Ensuring High-Quality Content



All Teach to One: Math content undergoes a comprehensive review to ensure high standards for every student's personalized curriculum. In addition to creating our own materials, we partner with leading providers of high-quality instructional materials including Carnegie Learning, enVision Mathematics, Eureka Math, Illustrative Mathematics, and LearnZillion. To date, our team of academic and curriculum experts designed, curated, and assessed over 9,000 of the highest quality lessons to incorporate into Teach to One: Math.

### How does it work?

At the heart of the review process is TTO's research-based Content Quality Rubric. Lessons are evaluated against academic constructs and mathematic practices aligned to principles of quality content, including Universal Design for Learning (UDL) and Math Practice Standards. High-quality lessons must meet standards in four categories.

**Alignment:** The lesson covers the full breadth of the skill, allows for preparation and extension, fosters conceptual and procedural understanding, and sets up students to demonstrate skill mastery on assessments following the lesson.

**Communication:** The lesson's directions and text are clear and concise. Vocabulary is appropriate and student-friendly, prompts students to test multiple strategies, and provides positive reinforcement and motivation. The lesson balances visual and text.

**Instructional Strategies:** The lesson employs important instructional strategies such as providing multiple strategies to approach problems, in-lesson feedback, support for struggling students, and guidance on how to check work.

**Critical Thinking:** The lesson provides students opportunities to grapple and reflect, helping them make sense of the math presented. Common misconceptions are identified and addressed.







## STUDENT SPOTLIGHT: SLAM NORTH MIAMI'S REGINA DIAZ

When Regina Diaz struggles to learn a new math skill in SLAM North Miami's Teach to One program, she's the first to admit her first reaction isn't always a positive one.

"When I'm struggling to learn something I feel frustrated because I don't get it," says Diaz, a sixth grader. Diaz's thirst to learn more has earned her a spot in SLAM North Miami's Over 100 Club – which is reserved for students who have mastered over 100 skills from their personalized TTO skill library.

"But that doesn't mean I stop trying to learn," she adds. "I will just practice the skill more often." Earlier this year, Regina was learning about algebraic equations and inequalities and how to graph inequalities on a number line. She called it her "math nightmare" because it was one of the few skills that was slowing her down.

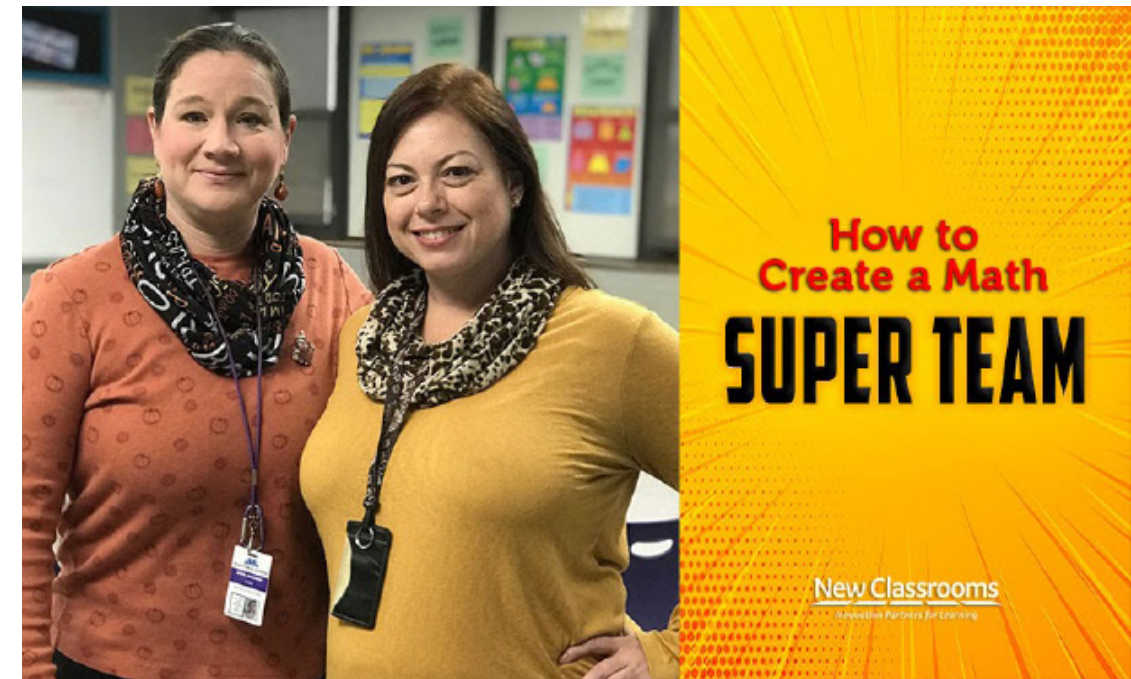
On her first day, she got a yellow on her Exit Slip and was stumped. "How could I get this wrong when I did everything correctly?" she recalls telling herself. The next day, after two more learning sessions, she was able to clarify some misconceptions, and earned a green on the Exit Slip, allowing her to move on to the next skill.

Diaz has now mastered much of the 7th grade curriculum as well as numerous algebra skills — even though she is still in 6th grade. In a traditional learning model, she says, the students would be learning based on a textbook and she'd be limited in what she could learn. Asked what she thought has helped her accelerate her learning, she mentioned TTO assessments called "Prove-Its," which are short quizzes that students take to prove they know new skills. "What I like best about TTO is that it's individualized," says Diaz. "The student learns at their own pace."

## TEACH TO ONE IN TULSA: "IT'S WHAT'S BEST FOR KIDS."

For Elizabeth Noordyke, an award-winning math teacher at Tulsa Public Schools, one of the biggest benefits as Teach to One: Math math director is building stronger bonds with her colleagues. In TTO's collaborative teaching model, teachers at McLain Junior and Senior High School collaborate to design lessons, set learning norms and culture, and share effective teaching practices. Ultimately, the collaboration is all about the students, she says.

"First and foremost, it's what's best for kids," Noordyke says of the TTO model. McLain, where Noordyke is math director, is one of three TTO partner schools in the Tulsa district. Hale Junior High and Webster Middle School are the other two schools that we support in the Oklahoma region.



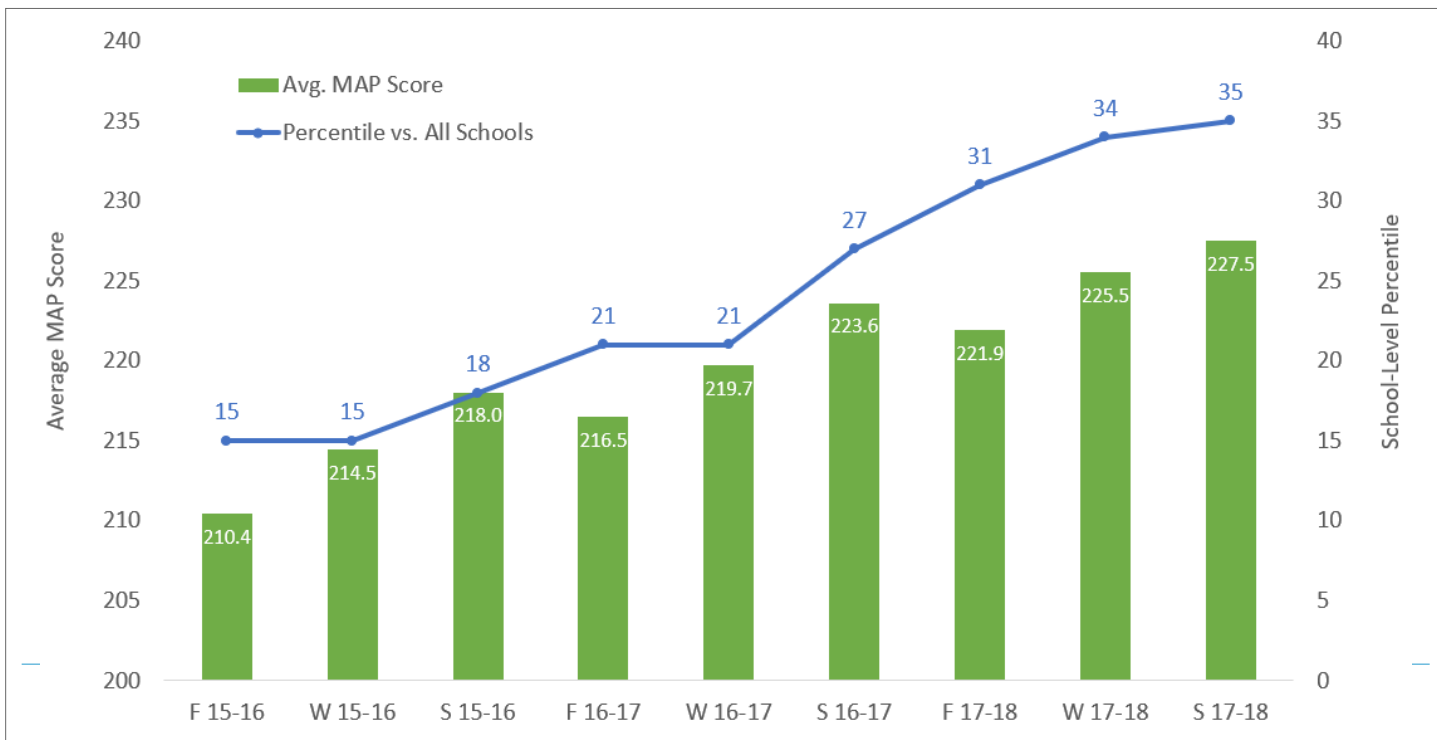
Teacher collaboration helped Hale Junior High School develop a student-centered math learning model during the last two years. Faced with high teacher turnover, the mathematics department at Hale Junior High was experiencing challenges heading into the 2016-17 school year, which included shifting to use our personalized learning model, Teach to One: Math. With thoughtful strategic planning enhanced staffing models, and a comprehensive approach, the school leaders turned uncertainty into an opportunity. Rather than hire for the traditional classroom model, they assembled a teacher team in the 2017-18 school year that was oriented around individual students' needs. Taking a page from a shared leadership model, this meant a lot more collaboration, distributed responsibilities, and alignment around a common vision for student success. As a result of creating this super team, 100 percent of teachers returned this school year and students made over a year-and-a-half worth of academic gains in one year.

## YEAR SEVEN RESULTS

In the 2018–19 school year, students in Teach to One: Math (TTO) demonstrated strong growth on NWEA’s MAP assessment, a norm-based interim assessment derived from more than 10 million students in the United States. Participating TTO students, on average, achieved gains in math at 1.6 times the national average.

### Three-Year MAP Growth at Schools Using Teach to One: Math

In February 2019, an independent nationwide study of longitudinal data for students participating in TTO for three consecutive years showed even stronger positive gains on NWEA’s nationally normed test. Researchers found students across the full set of 14 TTO schools that operated the program for three years saw 23% greater learning gains than students nationally on the NWEA MAP test. In schools with growth-aligned accountability measures, students grew even more—53% above the national average. The study was released by MarGrady Research and funded by the Bill & Melinda Gates Foundation.



“TEACH TO ONE SEEMS TO BE HAVING ITS STRONGEST IMPACT IN SCHOOLS THAT ALLOW FOR MEETING EACH STUDENT’S NEEDS REGARDLESS OF HER ASSIGNED GRADE LEVEL.” – MICHAEL HORN

## ADVANCING A VISION FOR INNOVATIVE LEARNING MODELS

The 2018-19 school year also saw New Classrooms forge a new strategic direction into policy and advocacy. In addition to establishing a policy & advocacy department, New Classrooms began working on a landmark white paper to explore the relationship between students’ “unfinished learning” in middle school math and policies oriented around grade-based assessment and accountability.

### The Tension Between Grade-Level Standards and Personalized Learning A Conversation With Co-Founder Joel Rose

The following excerpt is adapted from a podcast interview in which New Classrooms CEO and Co-founder Joel Rose discusses current policy barriers for developing new student-centered learning models.

The way school has typically worked is that if you’re in sixth grade, you learn sixth-grade materials and then you take a sixth-grade test. Then you go to seventh grade, learn seventh-grade materials, and take the seventh-grade test. Our assessment and accountability policies signal to educators to just cover grade-level material. But what if there is a seventh-grader coming in on the third-grade level? Schools are not organized to put that child on a path to success.

So the question that we’re collectively wrestling with as we move into an era of personalized and competency-based learning is: How do we create enough flexibility in accountability systems so that schools are able to reach the unique needs of each student, regardless of their background, while also providing the transparency and equity guardrails to ensure all students are set up for success?

We need to create a space in our policy environments for schools to be able to do things differently, in a way that really sets the stage for the future, as opposed to just reinforcing what we’ve done in the past.





## Angelo Patri Middle School

New York City Public Schools: 2018-2019 SY

Principal: Angel Ortega Initial Program Year: 2018-19 Grades Served: 6th Total # of Students in TTO: 147	Demographic Information: White: 1% Black: 23% American Indian/Alaskan Native: 0% Hispanic: 73% Asian/Pacific Islander: 2% Multi-Race: 1% ELL: 36% Free/Reduced Lunch: 91%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 202.51

Approx Starting Point: 2 years below grade level

Angelo Patri MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	67	202.51	203.50	209.00	6.49
6th Grade	67	202.51	203.50	209.00	6.49
Below Grade (Lower than Natl. Avg. RIT)	58	200.95	202.29	207.07	6.12
On/Above (At Natl. Avg. RIT or higher)	9	222.80	221.89	231.69	8.89
Special Education**	0	NA	NA	NA	NA
English Language Learner**	4	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

\*\*\*We were unable to get TTO student level state test data from the school, this is publicly reported data.

Angelo Patri New York State Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
6th Grade	149	75%	18%	7%	0%	7%

## Ascend (Education for Change)

Education for Change Public Schools: 2018-2019 SY

Principal: Morgan Alconcher Initial Program Year: 2014-15 Grades Served: 5-8 Total # of Students in TTO: 211	Demographic Information: White: 13% Black: 3% American Indian/Alaskan Native: 0% Hispanic: 79% Asian/Pacific Islander: 5% Multi-Race: 0% ELL: 60% Free/Reduced Lunch: 93%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2018): 199.81

Approx Starting Point: 1 years below grade level

Ascend MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	103	208.26	210.97	214.83	6.57
5th Grade	42	199.81	199.99	204.76	4.95
6th Grade	29	208.78	213.67	217.95	9.17
7th Grade	25	220.88	225.41	228.12	7.24
8th Grade	7	215.25	216.39	218.39	3.14
Below Grade (Lower than Natl. Avg. RIT)	70	201.66	203.80	206.23	4.57
On/Above (At Natl. Avg. RIT or higher)	33	226.20	230.49	237.02	10.82
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

\*\*\*We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

Ascend SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	208	36%	31%	18%	14%	32%
5th Grade	52	54%	33%	10%	4%	13%
6th Grade	52	35%	38%	15%	12%	27%
7th Grade	53	38%	25%	23%	15%	38%
8th Grade	51	20%	29%	24%	27%	51%

## Bear Creek Middle School

Fulton County School District: 2018-2019 SY

Principal: Anthony Newbold Initial Program Year: 2014-15 Grades Served: 6-8 Total # of Students in TTO: 1156	Demographic Information: White: 3% Black: 84% American Indian/Alaskan Native: 0% Hispanic: 12% Asian/Pacific Islander: 1% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 83%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 205.10

Approx Starting Point: 1.5 years below grade level

Bear Creek MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	286	210.20	212.22	214.99	4.79
6th Grade	118	205.10	210.26	211.97	6.87
7th Grade	54	211.42	211.80	215.05	3.63
8th Grade	114	216.34	215.80	219.52	3.18
Below Grade (Lower than Natl. Avg. RIT)	222	206.38	207.93	209.67	3.29
On/Above (At Natl. Avg. RIT or higher)	64	226.25	229.87	236.23	9.98
Special Education	31	202.06	201.79	203.61	1.55
English Language Learner	7	200.00	200.86	202.86	2.86

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*\*We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

Bear Creek Georgia Milestones Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	1191	43%	38%	13%	2%	15%
6th Grade	426	39%	30%	17%	4%	21%
7th Grade	434	40%	44%	14%	3%	16%
8th Grade	331	51%	41%	8%	1%	8%

## Brainerd High School

Hamilton County Department of Education: 2018-2019 SY

Principal: Christopher James Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 137	Demographic Information: White: 4% Black: 92% American Indian/Alaskan Native: 0% Hispanic: 3% Asian/Pacific Islander: 1% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 71%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2017): 206.23

Approx Starting Point: 4 years below grade level

Brainerd MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	39	206.23	203.66	206.90	0.67
9th Grade	39	206.23	203.66	206.90	0.67
Below Grade (Lower than Natl. Avg. RIT)	37	204.98	202.72	205.12	0.14
On/Above (At Natl. Avg. RIT or higher)**	2	NA	NA	NA	NA
Special Education**	6	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

\*\*\*There is no 9th grade Tennessee state exam

Brainerd Tennessee State Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

## Brooklyn Theater Arts High School

New York City Public Schools: 2018-2019 SY

Principal: David Ward Initial Program Year: 2018-19 Grades Served: 9-10 Total # of Students in TTO: 100	Demographic Information: White: 2% Black: 83% American Indian/Alaskan Native: 0% Hispanic: 10% Asian/Pacific Islander: 2% Multi-Race: 3% ELL: 2% Free/Reduced Lunch: 83%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018) 213.26

Approx Starting Point: 3 years below grade level

Brooklyn Theater Arts MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	28	211.03	214.82	216.07	5.04
9th Grade	26	213.26	216.76	218.22	4.96
10th Grade	2	203.50	211.00	209.50	6.00
Below Grade (Lower than Natl. Avg. RIT)	22	208.50	212.82	212.77	4.27
On/Above (At Natl. Avg. RIT or higher)	6	238.00	240.69	245.83	7.83
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Brooklyn Theater Arts New York State Regents Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Proficient
All Students	20	50.00%	35.00%	15.00%	0.00%	0.00%	15.00%
9th Grade	15	40.00%	40.00%	20.00%	0.00%	0.00%	20.00%
10th Grade	5	80.00%	20.00%	0.00%	0.00%	0.00%	0.00%

## Cornerstone Academy for Social Action

New York City Public Schools: 2018-2019 SY

Principal: Jamaal Bowman Initial Program Year: 2017-18 Grades Served: 6-8 Total # of Students in TTO: 260	Demographic Information: White: 2% Black: 60% American Indian/Alaskan Native: 0% Hispanic: 36% Asian/Pacific Islander: 1% Multi-Race: 1% ELL: 2% Free/Reduced Lunch: 74%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 206.25

Approx Starting Point: 1.5 years below grade level

CASA MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	133	212.40	215.83	221.25	8.85
6th Grade	46	206.35	209.82	216.07	9.72
7th Grade	45	214.64	219.32	225.02	10.38
8th Grade	42	221.24	223.74	227.50	6.26
Below Grade (Lower than Natl. Avg. RIT)	74	205.34	208.00	211.07	5.73
On/Above (At Natl. Avg. RIT or higher)	59	229.94	234.38	242.70	12.76
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

\*We were unable to get TTO student level state test data from the school, this is publicly reported data.

CASA New York State Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	228	50%	26%	17%	7%	24%
6th Grade	80	54%	23%	18%	6%	24%
7th Grade	80	46%	29%	21%	4%	25%
8th Grade	68	49%	28%	12%	12%	24%



## Circuit Street High School

City on a Hill Charter Network: 2018-2019 SY

Principal: Nick Delis Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 260	Demographic Information: White: 1% Black: 66% American Indian/Alaskan Native: 0% Hispanic: 32% Asian/Pacific Islander: 0% Multi-Race: 1% ELL: 15% Free/Reduced Lunch: 53%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018) 222.65

Approx Starting Point: 1.5 years below grade level

Circuit Street MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	33	222.65	222.50	225.83	3.18
9th Grade	33	222.65	222.50	225.83	3.18
Below Grade (Lower than Natl. Avg. RIT)	25	214.57	213.93	216.73	2.16
On/Above (At Natl. Avg. RIT or higher)	8	239.55	241.07	245.93	6.38
Special Education**	4	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

\*\*\*There is no 9th grade MCAS exam

Circuit Street MCAS Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

## Columbus Magnet School

Norwalk Public Schools: 2018-2019 SY

Principal: Medard Thomas Initial Program Year: 2018-19 Grades Served: 5 Total # of Students in TTO: 80	Demographic Information: White: 39% Black: 22% American Indian/Alaskan Native: 0% Hispanic: 30% Asian/Pacific Islander: 4% Multi-Race: 4% ELL: 11% Free/Reduced Lunch: 51%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2018): 216.09

Approx Starting Point: 1 year below grade level

Columbus Magnet MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	43	215.54	223.48	227.01	11.47
5th Grade	40	216.09	224.20	227.66	11.57
Below Grade (Lower than Natl. Avg. RIT)	16	203.94	210.36	210.69	6.75
On/Above (At Natl. Avg. RIT or higher)	27	224.38	232.87	238.64	14.26
Special Education**	3	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Columbus Magnet SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	NA	NA	NA	NA	NA	0%
5th Grade	NA	NA	NA	NA	NA	0%

\*\*\*State test data not provided by school, and publicly reported data shared in a different format.

## Cristo Rey High School

Cristo Rey Network: 2018-2019 SY

Principal: Ana Hernandez-Cortez Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 67	Demographic Information: White: 0% Black: 17% American Indian/Alaskan Native Hispanic: 76% Asian/Pacific Islander: 7% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 100%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018): 222.23

Approx Starting Point: 1.5 year below grade level

Gray MAP Data	N	TTO Average Fall 2017 RIT Score	TTO Average Winter 2018 RIT Score	TTO Average Spring 2018 RIT Score	TTO Avg Fall to Spring Gain
All Students*	43	222.23	224.56	227.25	5.02
9th Grade	43	222.23	224.56	227.25	5.02
Below Grade (Lower than Natl. Avg. RIT)	27	213.89	215.52	217.74	3.85
On/Above (At Natl. Avg. RIT or higher)	16	236.31	240.05	243.31	7.00
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Cristo Rey SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

\*\*\*There is no 9th grade SBAC exam

## Dudley Square High School

City on a Hill Charter Network: 2018-2019 SY

Principal: Sonya Pratt Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 71	Demographic Information: White: 2% Black: 65% American Indian/Alaskan Native: 0% Hispanic: 31% Asian/Pacific Islander: 1% Multi-Race: 2% ELL: 25% Free/Reduced Lunch: 58%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2017): 210.93

Approx Starting Point: 4 years below grade level

Dudley Square MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	40	210.93	210.54	212.73	1.80
9th Grade	40	210.93	210.54	212.73	1.80
Below Grade (Lower than Natl. Avg. RIT)	33	208.24	207.06	207.88	-0.36
On/Above (At Natl. Avg. RIT or higher)	7	233.33	237.13	245.33	12.00
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Dudley Square MCAS Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

\*\*\*There is no 9th grade MCAS exam

**William P. Gray Elementary**  
Chicago Public Schools: 2018-2019 SY

Principal: Susan Gross Initial Program Year: 2012-13 Grades Served: 6-8 Total # of Students in TTO: 367	Demographic Information: White: 8% Black: 2% American Indian/Alaskan Native: 0% Hispanic: 85% Asian/Pacific Islander: 3% Multi-Race: 2% ELL: 16% Free/Reduced Lunch:100%
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**MEASURES OF ACADEMIC PROGRESS (MAP)**

Average Incoming 6th Grade RIT Score (Fall 2018) 216.67

Approx Starting Point: On Grade

Gray MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	230	222.25	226.64	231.97	9.72
6th Grade	92	216.67	222.72	229.15	12.48
7th Grade	77	227.83	231.92	237.17	9.34
8th Grade	61	226.42	229.50	232.47	6.05
Below Grade (Lower than Natl. Avg. RIT)	63	210.80	214.27	217.93	7.13
On/Above (At Natl. Avg. RIT or higher)	167	231.92	236.52	242.62	10.70
Special Education	28	215.96	220.68	226.25	10.29
English Language Learner	34	210.47	216.94	221.35	10.88

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

Gray IAR Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Proficient
All Students	350	14%	33%	32%	20%	1.00%	21%
6th Grade	133	15%	32%	38%	14%	2.00%	16%
7th Grade	123	3%	32%	38%	24%	2%	26%
8th Grade	94	28%	35%	16%	21%	0%	21%

**Nathan Hale Jr. High School**  
Tulsa Public Schools: 2018-2019 SY

Principal: Jody Parsons Initial Program Year: 2016-17 Grades Served: 7-8 Total # of Students in TTO: 550	Demographic Information: White: 18% Black: 18% American Indian/Alaskan Native: 5% Hispanic: 49% Asian/Pacific Islander: 2% Multi-Race: 8% ELL: 22% Free/Reduced Lunch: 83%
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**MEASURES OF ACADEMIC PROGRESS (MAP)**

Average Incoming 7th Grade RIT Score (Fall 2018): 207.19

Approx Starting Point: 2 years below grade level

Hale JHS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	260	209.63	211.31	213.92	4.29
7th Grade	171	207.19	208.81	211.48	4.29
8th Grade	89	214.82	216.59	219.10	4.28
Below Grade (Lower than Natl. Avg. RIT)	216	205.17	206.57	208.95	3.78
On/Above (At Natl. Avg. RIT or higher)	44	229.94	233.01	236.71	6.77
Special Education	49	202.23	203.33	205.92	3.69
English Language Learner	53	204.06	206.01	207.46	3.40

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

Hale JHS Oklahoma State Exam***	N	Level 1	Level 2	Level 3	Level 4	% Proficient
7th Grade	300	79%	17%	4%	0%	4%
8th Grade	176	83%	16%	1%	0%	1%

\*\*\*We were unable to get student level data from the school. This is publicly reported data.

## The Howard School

Hamilton County Department of Education: 2018-2019 SY

Principal: Leandrea Ware Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 237	Demographic Information: White: 2% Black: 52% Hispanic: 46% Asian: <1% ELL: 29% Free/Reduced Lunch: 59%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018): 208.51

Approx Starting Point: 3 years above grade level

Howard MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	97	208.51	210.67	212.60	4.09
9th Grade	97	208.51	210.67	212.60	4.09
Below Grade (Lower than Natl. Avg. RIT)	84	204.58	206.49	207.76	3.18
On/Above (At Natl. Avg. RIT or higher)	13	235.50	240.50	245.50	10.00
Special Education	8	191.88	192.79	193.50	1.62
English Language Learner	36	199.81	202.45	204.89	5.08

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

Howard Tennessee State Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade						
8th Grade	37	14%	24%	38%	24%	24%

\*\*\*There is no 9th grade Tennessee state exam

## Leaders of Tomorrow Middle School

New York City Public Schools: 2018-2019 SY

Principal: Joseph Biernat Initial Program Year: 2018-19 Grades Served: 6th Total # of Students in TTO: 136	Demographic Information: White: 1% Black: 59% American Indian/Alaskan Native: 0% Hispanic: 37% Asian/Pacific Islander: 1% Multi-Race: 1% ELL: 14% Free/Reduced Lunch: 91%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018) 200.14

Approx Starting Point: 2 year below grade level

Leaders of Tomorrow MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	92	200.14	204.71	209.61	9.47
6th Grade	92	200.14	204.71	209.61	9.47
Below Grade (Lower than Natl. Avg. RIT)	75	197.09	202.48	206.21	9.12
On/Above (At Natl. Avg. RIT or higher)	17	222.89	224.95	233.89	11.00
Special Education	11	186.00	195.22	197.00	11.00
English Language Learner	27	197.35	202.55	208.61	11.26

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth..>

Leaders of Tomorrow New York State Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
6th Grade		70%	22%	7%	1%	8%

## Learn 6 Campus in North Chicago

LEARN Charter School Network: 2018-2019 SY

Principal: Kelly Tyson Initial Program Year: 2015-16 Grades Served: 5-8 Total # of Students in TTO: 208	Demographic Information: White: 4% Black: 31% American Indian/Alaskan Native: 0% Hispanic: 58% Asian/Pacific Islander: 1% Multi-Race: 6% ELL: 21% Free/Reduced Lunch: 67%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2018): 217.38

Approx Starting Point: 1 years below grade level

Learn 6 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	89	223.47	224.75	232.60	9.13
5th Grade	31	217.38	219.64	226.22	8.84
6th Grade	23	222.05	222.05	229.79	7.74
7th Grade	23	230.09	232.05	240.83	10.74
8th Grade	12	227.11	228.28	236.61	9.50
Below Grade (Lower than Natl. Avg. RIT)	28	210.33	210.67	216.33	6.00
On/Above (At Natl. Avg. RIT or higher)	61	229.42	230.91	239.99	10.57
Special Education	10	207.50	207.38	217.50	10.00
English Language Learner	21	214.69	213.87	222.74	8.05

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.period>. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

Learn 6 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	190	9%	33%	35%	19%	3%	23%
5th Grade	52	6%	33%	38%	19%	4%	23%
6th Grade	55	16%	36%	24%	22%	2%	24%
7th Grade	52	2%	27%	44%	23%	4%	27%
8th Grade	31	16%	39%	32%	10%	3%	13%

## McLain Junior High School

Tulsa Public Schools: 2018-2019 SY

Principal: John Williams Initial Program Year: 2016-17 Grades Served: 8-12 Total # of Students in TTO: 607	Demographic Information: White: 7% Black: 46% American Indian/Alaskan Native: 2% Hispanic: 42% Asian/Pacific Islander: 1% Multi-Race: 3% ELL: 25% Free/Reduced Lunch: 89%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 8th Grade RIT Score (Fall 2018): 199.21

Approx Starting Point: 4 years below grade level

McLain MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	176	209.86	209.66	213.62	3.76
8th Grade	26	199.21	196.61	201.06	1.85
9th Grade	61	209.05	207.53	212.61	3.56
10th Grade	41	212.59	212.24	216.96	4.37
11th Grade	34	212.91	216.10	217.76	4.85
12th Grade	12	217.53	218.39	221.28	3.75
Below Grade (Lower than Natl. Avg. RIT)	157	208.52	208.10	211.95	3.43
On/Above (At Natl. Avg. RIT or higher)*	17	233.20	235.06	239.96	6.76
Special Education	66	206.05	205.83	210.57	4.52
English Language Learner	47	209.19	211.20	214.98	5.79

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

McLain Oklahoma State Exam	N	Level 1	Level 2	Level 3	Level 4	% Proficient
8th Grade	98	93%	6%	1%	0%	1%

\*\* We were unable to get student level data from the school. This is publicly reported 8th grade data. There is no end of year state math test for grades 9-12.

## Mendota Junior High School

Mendota Unified School District: 2018-2019 SY

Principal: Travis Kirby Initial Program Year: 2017-18 Grades Served: 7-8 Total # of Students in TTO: 188	Demographic Information: White: 1% Black: 1% American Indian/Alaskan Native: 0% Hispanic: 98% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 52% Free/Reduced Lunch: 99%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2018): 200.03

Approx Starting Point: 3 years below grade level

Mendota MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	73	202.98	206.51	210.99	8.01
7th Grade	36	200.03	204.29	210.34	10.31
8th Grade	37	206.67	209.86	212.45	5.78
Below Grade (Lower than Natl. Avg. RIT)	71	202.98	206.71	211.06	8.08
On/Above (At Natl. Avg. RIT or higher)**	2	NA	NA	NA	NA
Special Education**	1	NA	NA	NA	NA
English Language Learner	41	200	202.10	208.10	8.1

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Mendota SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
7th Grade	N not provided	52%	30%	11%	8%	19%
8th Grade	N not provided	44%	26%	18%	12%	30%

\*\*\*We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

## Mesa Alta Junior High School

Bloomfield School District: 2018-2019 SY

Principal: Elvira Crockett Initial Program Year: 2017-18 Grades Served: 7-8 Total # of Students in TTO: 439	Demographic Information: White: 64% Black: 1% American Indian/Alaskan Native: 34% Hispanic: 1% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 99%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2018): 214.39

Approx Starting Point: 1 years below grade level

Mesa Alta MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	149	214.38	217.93	219.80	5.42
7th Grade	74	214.39	216.35	217.69	3.30
8th Grade	75	214.38	219.54	221.90	7.52
Below Grade (Lower than Natl. Avg. RIT)	99	207.82	210.85	211.71	3.89
On/Above (At Natl. Avg. RIT or higher)	50	231.02	235.95	239.48	8.46
Special Education	27	203.21	207.93	209.54	6.33
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup.

Mesa Alta PARCC Exam***	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	NA	NA	NA	NA	NA	NA	NA
7th Grade	196	-	-	-	-	-	7%
8th Grade	203	-	-	-	-	-	7%

\*\*\*The school did not provide us with student level data. This publicly reported data only provides proficiency results, not results by level.

## MS 88 Peter Rouget

New York City Public Schools: 2018-2019 SY

Principal: Ailene Mitchell Initial Program Year: 2012-13 Grades Served: 6-8 Total # of Students in TTO: 315	Demographic Information: White: 10% Black: 12% American Indian/Alaskan Native: 0% Hispanic: 59% Asian/Pacific Islander: 18% Multi-Race: 0% ELL: 14% Free/Reduced Lunch: 88%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018) 215.02

Approx Starting Point: On Grade

MS88 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	202	219.45	224.62	227.93	8.48
6th Grade	96	215.02	220.32	224.94	9.92
7th Grade	75	224.84	229.78	232.04	7.20
8th Grade	31	221.17	225.50	228.27	7.10
Below Grade (Lower than Natl. Avg. RIT)	85	209.46	213.57	215.51	6.05
On/Above (At Natl. Avg. RIT or higher)	117	230.84	236.74	241.08	10.24
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

MS88 New York State Exam	N	% Level 1	% Level 2	% Level 3	% Proficient
All Students	255	29.00%	28.00%	24.00%	44.00%
6th Grade	103	28.00%	23.00%	26.00%	48.00%
7th Grade	105	25.00%	27.00%	24.00%	49.00%
8th Grade	47	38.00%	40.00%	17.00%	21.00%

## Nathan Hale Middle School

Norwalk Public Schools: 2018-2019 SY

Principal: Albert Sackey Initial Program Year: 2016-17 Grades Served: 6-8 Total # of Students in TTO: 644	Demographic Information: White: 34% Black: 14% American Indian/Alaskan Native: 1% Hispanic: 42% Asian/Pacific Islander: 4% Multi-Race: 5% ELL: 6% Free/Reduced Lunch: 41%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 217.07

Approx Starting Point: On Grade

NHMS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	371	222.37	225.81	228.06	5.69
6th Grade	109	217.07	222.12	225.55	8.48
7th Grade	133	225.84	228.40	229.85	4.01
8th Grade	129	223.92	227.05	228.99	5.07
Below Grade (Lower than Natl. Avg. RIT)	159	211.16	213.90	215.53	4.37
On/Above (At Natl. Avg. RIT or higher)	212	232.51	236.44	239.19	6.68
Special Education	25	202.74	207.08	211.02	8.28
English Language Learner**	1	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

NHMS SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	NA	NA	NA	NA	NA	NA
6th Grade	NA	NA	NA	NA	NA	NA
7th Grade	NA	NA	NA	NA	NA	NA
8th Grade	NA	NA	NA	NA	NA	NA

\*\*\*State test data not provided by school, and publicly reported data shared in a different format.

## Norwalk High School

Norwalk Public Schools: 2018-2019 SY

Principal: Reginald Roberts Initial Program Year: 2018-19 Grades Served: 9th Total # of Students in TTO: 38	Demographic Information: White: 14% Black: 17% American Indian/Alaskan Native: 0% Hispanic: 64% Asian/Pacific Islander: 0% Multi-Race: 6% ELL: 17% Free/Reduced Lunch: 78%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018): 223.00

Approx Starting Point: 1 years below grade level

Norwalk HS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	17	223.00	225.96	229.35	6.35
9th Grade	17	223.00	225.96	229.35	6.35
Below Grade (Lower than Natl. Avg. RIT)	11	222.07	223.86	225.16	3.09
On/Above (At Natl. Avg. RIT or higher)	6	236.00	242.33	248.33	12.33
Special Education**	1	NA	NA	NA	NA
English Language Learner**	3	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Norwalk HS SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

\*\*\*There is no 9th grade Massachusetts state exam

## Ranchos de Taos Elementary School

Taos Public Schools: 2018-2019 SY

Principal: Lourdes Cordova Initial Program Year: 2018-19 Grades Served: 5th Total # of Students in TTO: 63	Demographic Information: White: 87% Black: 0% American Indian/Alaskan Native: 5% Hispanic: 8% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 10% Free/Reduced Lunch: 100%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 199.40

Approx Starting Point: 1 years below grade level

Ranchos de Taos MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	43	199.40	204.57	209.75	10.35
5th Grade	43	199.40	204.57	209.75	10.35
Below Grade (Lower than Natl. Avg. RIT)	38	197.82	202.87	207.16	9.34
On/Above (At Natl. Avg. RIT or higher)**	5	NA	NA	NA	NA
Special Education**	1	NA	NA	NA	NA
English Language Learner**	5	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Ranchos de Taos PARCC Exam***	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
5th Grade	61	NA	NA	NA	NA	NA	16

\*\*\*The school did not provide us with student level data. This publicly reported data only provides proficiency results, not results by level.



## LEARN Romano Butler Campus

LEARN Charter School Network: 2018-2019 SY

Principal: Robin Johnson Initial Program Year: 2015-16 Grades Served: 5-8 Total # of Students in TTO: 181	Demographic Information: White: 1% Black: 95% American Indian/Alaskan Native: 0% Hispanic: 4% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 3% Free/Reduced Lunch: 96%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2018): 215.95

Approx Starting Point: 1 year above grade level

Romano Butler MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	85	224.79	229.51	232.34	7.55
5th Grade	21	215.95	222.32	226.24	10.29
6th Grade	17	215.64	219.72	222.40	6.76
7th Grade	28	229.95	235.22	237.66	7.71
8th Grade	19	233.79	236.23	238.79	5.00
Below Grade (Lower than Natl. Avg. RIT)	28	210.78	214.17	215.21	4.43
On/Above (At Natl. Avg. RIT or higher)	57	229.84	234.93	238.93	9.09
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Romano Butler IAR Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	165	15.15%	33.33%	30.91%	19.39%	1.21%	20.60%
5th Grade	29	6.90%	51.72%	20.69%	20.69%	0.00%	20.69%
6th Grade	50	16.00%	42.00%	24.00%	18.00%	0.00%	18.00%
7th Grade	51	9.80%	25.49%	45.10%	19.61%	0.00%	19.61%
8th Grade	35	28.57%	17.14%	28.57%	20.00%	5.71%	25.71%

## School 3 Nicholas S. La Corte Peterstown

Elizabeth Public Schools: 2018-2019 SY

Principal: Jennifer Campel Initial Program Year: 2015-16 Grades Served: 6-8 Total # of Students in TTO: 165	Demographic Information: White: 7% Black: 7% American Indian/Alaskan Native: 0% Hispanic: 86% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 13% Free/Reduced Lunch: 89%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 204.77

Approx Starting Point: 1.5 years below grade level

School 3 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	74	209.24	214.10	218.90	9.66
6th Grade	46	204.77	209.49	214.73	9.96
7th Grade	28	217.04	222.15	226.22	9.18
Below Grade (Lower than Natl. Avg. RIT)	41	197.73	202.69	207.53	9.80
On/Above (At Natl. Avg. RIT or higher)	33	230.50	235.24	239.98	9.48
Special Education	14	189.88	196.08	201.88	12.00
English Language Learner	6	191.57	199.90	205.90	14.33

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

School 3 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	133	17%	32%	26%	23%	2%	25%
6th Grade	78	24%	35%	21%	21%	0%	21%
7th Grade	55	7%	29%	33%	27%	4%	31%

## School 9 Jerome Dunn Academy

Elizabeth Public Schools: 2018-2019 SY

Principal: Yalitza Torres Initial Program Year: 2014-15 Grades Served: 6-7 Total # of Students in TTO: 178	Demographic Information: White: 2% Black: 18% American Indian/Alaskan Native: 0% Hispanic: 79% Asian/Pacific Islander: 0% Multi-Race: 1% ELL: 35% Free/Reduced Lunch: 91%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 202.50

Approx Starting Point: 2 years below grade level

School 9 MAP Data	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	96	204.87	210.59	213.23	8.36
6th Grade	60	202.50	208.99	212.13	9.63
7th Grade	36	208.88	213.34	215.13	6.25
Below Grade (Lower than Natl. Avg. RIT)	72	200.35	207.23	208.54	8.19
On/Above (At Natl. Avg. RIT or higher)	24	227.13	229.49	236.01	8.88
Special Education**	3	NA	NA	NA	NA
English Language Learner	46	198.88	205.38	208.97	10.09

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

School 9 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	157	22%	42%	27%	9%	0%	9%
6th Grade	90	26%	39%	29%	7%	0%	7%
7th Grade	67	16%	46%	25%	12%	0%	12%

## School 23 Nicholas Murray Butler

Elizabeth Public Schools: 2018-2019 SY

Principal: Berthenia Harmon-Carolina Initial Program Year: 2015-16 Grades Served: 6-7 Total # of Students in TTO: 180	Demographic Information: White: 6% Black: 40% American Indian/Alaskan Native Hispanic: 49% Asian/Pacific Islander: 2% Multi-Race: 3% ELL: 18% Free/Reduced Lunch: 68%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2017): 205.25

Approx Starting Point: 1.5 year below grade level

School 23 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	74	207.36	213.23	214.78	7.42
6th Grade	47	205.25	212.76	213.89	8.64
7th Grade	27	212.00	214.95	217.30	5.30
Below Grade (Lower than Natl. Avg. RIT)	52	202.54	207.03	208.52	5.98
On/Above (At Natl. Avg. RIT or higher)	22	224.57	233.62	235.39	10.82
Special Education	7	206.00	217.68	218.57	12.57
English Language Learner	12	195.58	205.89	208.25	12.67

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

School 23 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	145	26.00%	38.00%	28.00%	8.00%	0%	8.00%
6th Grade	80	24.00%	40.00%	29.00%	8.00%	0%	8.00%
7th Grade	65	29.00%	35.00%	28.00%	8.00%	0%	8.00%



## SLAM North Miami Middle School

SLAM Charter Schools: 2018-2019 SY

Principal: Edward Gorriz Initial Program Year: 2018-19 Grades Served: 6-7 Total # of Students in TTO: 181	Demographic Information: White: 4% Black: 24% American Indian/Alaskan Native: 0% Hispanic: 73% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 56% Free/Reduced Lunch: 91%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 215.43

Approx Starting Point: On Grade

SLAM North Miami MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	98	211.55	215.19	217.70	6.15
6th Grade	59	215.43	219.13	222.01	6.58
7th Grade	38	207.31	210.96	212.73	5.42
Below Grade (Lower than Natl. Avg. RIT)	61	206.76	209.33	210.69	3.93
On/Above (At Natl. Avg. RIT or higher)	37	223.45	228.98	233.26	9.81
Special Education**	0	NA	NA	NA	NA
English Language Learner	57	210.00	213.83	217.12	7.12

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

SLAM North Miami FLorida State Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	157	25%	32%	28%	11%	3%	42%
6th Grade	97	15%	28%	34%	19%	4%	57%
7th Grade	60	42%	40%	18%	0%	0%	18%

## Somerset Academy

Somerset Academy, Inc.: 2018-2019 SY

Principal: Athena Guillen Initial Program Year: 2018-19 Grades Served: 8th Total # of Students in TTO: 54	Demographic Information: White: 0% Black: 85% American Indian/Alaskan Native: 0% Hispanic: 15% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 28% Free/Reduced Lunch
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 8th Grade RIT Score (Fall 2018): 216.45

Approx Starting Point: 1.5 years below grade level

Somerset MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	13	216.45	216.13	216.91	0.46
8th Grade	13	216.45	216.13	216.91	0.46
Below Grade (Lower than Natl. Avg. RIT)	11	211.29	211.70	211.56	0.27
On/Above (At Natl. Avg. RIT or higher)**	2	NA	NA	NA	NA
Special Education**	0	NA	NA	NA	NA
English Language Learner**	2	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Somerset Florida State Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
8th Grade***	NA	NA	NA	NA	NA	NA	NA

\*\*\* No student level state test data provided, small subset of students who participated in supplemental implementation of TTO

## Taos Middle School

Taos Municipal Public Schools: 2018-2019 SY

Principal: Alfred Cordova Initial Program Year: 2017-18 Grades Served: 6-8 Total # of Students in TTO: 475	Demographic Information: White: 9% Black: 1% American Indian/Alaskan Native: 6% Hispanic: 81% Asian/Pacific Islander: 2% Multi-Race: 1% ELL: 1% Free/Reduced Lunch: 99%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 209.71

Approx Starting Point: 1 years below grade level

Taos MAP Data	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	185	216.57	220.55	224.75	8.18
6th Grade	59	209.71	213.01	216.81	7.10
7th Grade	54	216.33	221.37	227.07	10.74
8th Grade	72	222.15	225.74	229.30	7.15
Below Grade (Lower than Natl. Avg. RIT)	107	210.27	213.83	216.82	6.55
On/Above (At Natl. Avg. RIT or higher)	78	231.56	236.31	241.98	10.42
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

Taos PARCC Exam***	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
6th Grade	161	NA	NA	NA	NA	NA	7%
7th Grade	146	NA	NA	NA	NA	NA	20%
8th Grade	141	NA	NA	NA	NA	NA	12%

\*\*\*The school did not provide us with student level data. This publicly reported data only provides proficiency results, not results by level.

## Taos High School

Taos Municipal Public Schools: 2018-2019 SY

Principal: Robert Trujillo Initial Program Year: 2018-19 Grades Served: 9th Total # of Students in TTO: 53	Demographic Information: White: 77% Black: 2% American Indian/Alaskan Native 8% Hispanic: 13% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 21% Free/Reduced Lunch: 96%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018): 220.50

Approx Starting Point: 2 years below grade level

Taos MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	28	220.50	223.58	228.14	7.64
9th Grade	28	220.50	223.58	228.14	7.64
Below Grade (Lower than Natl. Avg. RIT)	15	216.67	219.93	220.80	4.13
On/Above (At Natl. Avg. RIT or higher)	13	235.29	237.81	246.98	11.69
Special Education**	2	NA	NA	NA	NA
English Language Learner**	3	NA	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup.

Somerset Florida State Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
9th Grade	NA	NA	NA	NA	NA	NA	NA

\*\*\*We were unable to get student level data from the school, and we only served a small subset of the Taos HS student body in a supplemental program.

## Daniel Webster Middle School

Tulsa Public Schools: 2018-2019 SY

Principal: Michelle Brown Initial Program Year: 2017-18 Grades Served: 6-8 Total # of Students in TTO: 76	Demographic Information: White: 33% Black: 18% American Indian/Alaskan Native: 9% Hispanic: 30% Asian/Pacific Islander: 5% Multi-Race: 5% ELL: 18% Free/Reduced Lunch: 97%:
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 214.50

Approx Starting Point: On Grade

Webster MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	36	209.82	215.71	219.13	9.31
6th Grade	10	214.50	220.70	223.90	9.40
7th Grade	11	205.62	212.11	215.71	10.09
8th Grade	15	210.31	215.54	218.98	8.67
Below Grade (Lower than Natl. Avg. RIT)	26	206.72	212.11	214.87	8.15
On/Above (At Natl. Avg. RIT or higher)	10	224.00	231.43	236.30	12.30
Special Education	5	194.83	203.25	207.03	12.20
English Language Learner	5	203.17	208.47	209.37	6.20

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

Webster Oklahoma State Exam**	N	Level 1	Level 2	Level 3	Level 4	Proficient
6th Grade	NA	NA	NA	NA	NA	NA
7th Grade	NA	NA	NA	NA	NA	NA
8th Grade	NA	NA	NA	NA	NA	NA

\*\*We were unable to get student level data from the school, and we only served a small subset of the Webster student body.

## Wonderful College Prep High School

Wonderful College Prep Academy: 2018-2019 SY

Principal: Shondra Walker Initial Program Year: 2016-17 Grades Served: 9 Total # of Students in TTO: 156	Demographic Information: White: 1% Black: 1% American Indian/Alaskan Native: 0% Hispanic: 95% Asian/Pacific Islander: 3% Multi-Race: 0% ELL: 38% Free/Reduced Lunch: 93%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018): 219.31

Approx Starting Point: 2 years below grade level

Wonderful HS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	78	219.31	224.23	228.84	9.53
9th Grade	78	219.31	224.23	228.84	9.53
Below Grade (Lower than Natl. Avg. RIT)	43	215.23	219.87	222.90	7.67
On/Above (At Natl. Avg. RIT or higher)	35	236.73	241.57	248.53	11.80
Special Education	5	206.67	210.47	218.47	11.80
English Language Learner	26	212.32	219.10	224.51	12.19

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

Wonderful HS State Test Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th grade	NA	NA	NA	NA	NA	NA

\*\*\*There is no culminating state test for 9th graders in California

# Wonderful College Prep Middle School

## Wonderful College Prep Academy: 2018-2019 SY

Principal: Andre Lawe Initial Program Year: 2016-17 Grades Served: 6-8 Total # of Students in TTO: 503	Demographic Information: White: 1% Black: 1% American Indian/Alaskan Native: 0% Hispanic: 95% Asian/Pacific Islander: 3% Multi-Race: 0% ELL: 30% Free/Reduced Lunch: 90%
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### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 205.51

Approx Starting Point: 1.5 years below grade level

Wonderful MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	255	214.06	217.12	222.35	8.29
6th Grade	74	205.51	207.60	214.70	9.19
7th Grade	103	216.07	218.78	223.92	7.85
8th Grade	78	218.88	223.14	226.88	8.00
Below Grade (Lower than Natl. Avg. RIT)	153	206.07	208.25	212.70	6.63
On/Above (At Natl. Avg. RIT or higher)	102	231.43	235.72	242.20	10.77
Special Education	6	197.14	204.11	205.97	8.83
English Language Learner	72	202.55	205.50	210.24	7.69

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

Wonderful MS SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient	Proficient
All Students	479	42%	26%	17%	15%	32%	31.70%
6th Grade	150	46%	32%	11%	11%	22%	0.00%
7th Grade	170	34%	22%	24%	20%	44%	37.80%
8th Grade	159	45%	25%	16%	14%	30%	61.10%

\*\*\*We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

# APPENDIX B: NWEA Norms for 2011 and 2015

The following MEASURES OF ACADEMIC PROGRESS (MAP) math growth results use national grade level growth norms, from both 2011 and 2015 norming studies, as a comparison.

## 2011 Student Mathematics Growth Norms

Grade	Fall Status		Growth from Fall to:						N
	Mean	sd	Winter Mean	Winter sd	Spring Mean	Spring sd	Fall of Next Grade Mean	Fall of Next Grade sd	
K	143.7	11.88	7.7	5.35	16.0	8.24	19.0	10.17	20,203
1	162.8	13.57	9.5	5.02	15.9	6.85	15.3	8.72	20,041
2	178.2	12.97	7.4	5.05	13.2	6.61	14.0	8.21	20,272
3	192.1	12.58	6.4	4.86	11.0	6.10	11.6	7.41	20,294
4	203.8	13.11	4.9	4.79	8.7	5.91	9.2	7.11	20,354
5	212.9	14.18	4.9	4.81	8.1	5.99	7.6	7.22	20,356
6	219.6	15.37	3.2	4.86	6.0	6.11	6.3	7.41	20,312
7	225.6	16.79	2.6	4.84	4.9	6.05	5.6	7.33	20,263
8	230.2	17.04	2.5	4.97	4.3	6.42	4.3	7.90	20,322
9	233.8	17.65	2.0	5.30	2.2	7.27	2.5	9.21	20,259
10	234.2	18.63	2.0	5.57	2.4	7.93	2.8	10.19	20,190
11	236.0	19.63							38,334

## 2015 Student Mathematics Growth Norms

Current Grade	Fall		To Winter		To Spring		To Next Fall	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
K	140.04	15.06	11.43	5.56	19.10	7.59	24.02	9.14
1	162.42	12.87	11.43	5.50	18.40	7.45	14.59	8.12
2	176.90	13.22	9.50	5.35	15.21	7.11	13.23	7.04
3	190.40	13.10	7.81	5.08	12.99	6.47	11.36	6.41
4	201.94	13.76	6.77	5.05	11.55	6.41	9.89	6.12
5	211.44	14.68	5.79	5.22	9.92	6.80	5.99	6.50
6	217.62	15.53	4.44	5.20	7.71	6.75	6.70	6.67
7	222.65	16.59	3.47	5.11	5.95	6.55	5.47	6.26
8	226.30	17.85	2.85	5.59	4.63	7.66	3.96	7.16
9	230.27	18.13	1.96	5.81	3.13	8.15	2.40	7.38
10	230.06	19.60	1.46	6.18	2.31	8.92	2.00	7.76

## APPENDIX C: Audited FY19 Financials

DBM:FBS-OBODJBM4OBQTIPU  
Ending June 30, 201-

4611035%3&7&/6&

Individuals	\$1,509,197
Foundations & Corp.	\$8,955,555
Program Services Fee	\$4,066,400
\$POUSJCVUFEServices	\$170,045
Other Revenue	\$46,663
<b>Total Revenue</b>	<b>\$14,747,860</b>

### EXPENSES

Program Services	\$13,498,834
Management and General	\$2,816,885
Fundraising	\$839,323
<b>Total Expenses</b>	<b>\$17,155,042</b>
Change in Net Assets	(\$2,407,182)

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